DOCUMENT RESUME

ED 234 081 TM 830 575

TITLE	Dearborn 1981-82 Achievement Test Scores (Fifth Annual Report).
INSTITUTION	Dearborn Public Schools, Mich.
PUB DATE	1 Sep 82
NOTE	11p.; Summary Test Scores may be marginally legible due to small type.
PUB TYPE	Reports - Descriptive (141) -- Statistical Data (110)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Achievement; Academic Aptitude; Curriculum Development; Reading Skills; *School Districts; Scores; *Standardized Tests; Student Development; *Testing Programs; *Test Interpretation; *Test Results; Test Use; Vocational Interests
IDENTIFIERS	ACT Assessment; *Dearborn Public Schools MI; Differential Aptitude Tests; Iowa Tests of Basic Skills; Metropolitan Achievement Tests; Michigan Educational Assessment Program; Otis Lennon Mental Ability Test; Scholastic Aptitude Test; Test of Written Expression; Tests of Achievement and Proficiency

ABSTRACT

The purpose of the fifth annual Dearborn Achievement Test Score report is to summarize and to help interpret the test results so that Dearborn citizens and educators will have a better understanding of the educational achievements of Dearborn students. The District-wide Testing Program assesses reading readiness, scholastic aptitude, academic achievement, educational developement, and vocational interest. The tests are administered in a standardized manner and provide comparison with state and national norms. The following standardized tests are administered: (1) Metropolitan Achievement Tests, (2) Iowa Tests of Basic Skills, (3) Otis Lennon Mental Ability Test, (4) Michigan Educational Assessment Program, (5) Tests of Written Expression, (6) Differential Aptitude Tests, (7) Tests of Achievement and Proficiency, (8) American College Testing Assessment Programs and (9) the Scholastic Aptitude Tests. The report presents a schedule of district-wide standardized test administrations. It discusses (1) test scores, (2) the interpretation of test scores, (3) Dearborn test results, and (4) Curriculum implications. A summary of 1981-82 test scores is included. (PN)

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DEARBORN 1981-82 ACHIEVEMENT TEST SCORES (FIFTH ANNUAL REPORT)

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September 1, 1982

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"Tests have their principal value in drawing the attention of the teaching staff and the pupil to those specific aspects of the pupil's development most in need of individual attention: in facilitating remedial and individualized instruction, in identifying those aspects of the whole program of instruction most in need of increased emphasis and attention; and in providing the basis for more adequate educational guidance of the individual pupil. If properly used, the results should motivate both teachers and pupils to increased, better-directed efforts in both teaching and learning."

Hieronymus, A. N., Lindquest, E. F., and Hoover, H. D., "Iowa Tests of Basic Skills Manual for School Administrators," Chicago, Illinois. The Riverside Publishing Company, 1982, Pg. 51.

PREFACE

The purpose of the fifth annual Dearborn Achievement Test Score report is to summarize and to help interpret the test results so that Dearborn citizens and educators will have a better understanding of the educational achievements of Dearborn students.

The District-wide Testing Program assesses reading readiness, scholastic aptitude, academic achievement, educational development, and vocational interest. These tests are administered in a standardized manner and provide comparison with State and National norms.

The use of standardized tests is an effective and systematic procedure for collecting relevant information necessary for making educational decisions.

Testing is a valuable educational tool because it helps the school compare the performance of its students to national norms to detect strengths and weaknesses in its programs. Rising or falling standardized test scores over a period of time can alert educators to areas of instruction that need to be improved, and to inform them whether attempts at improvement have been successful. It helps the students by identifying their needs and talents so that they can be guided into the best educational programs to meet these needs. It also helps the parents by giving them a better understanding of their child's ability and performance in school.

The results of any test should be viewed as supplementary to other information provided by teacher observation and judgment, school grades, academic motivation or known industry, and the demonstration of abilities in areas not normally measured by standardized tests.

Norm-referenced achievement tests, such as the Iowa Tests of Basic Skills, yield test scores that allow comparison with other students in the same grade who took the test under standardized conditions. Student performance can be compared with the achievement level which may be expected in light of what is known about the student's potential for school learning or scholastic aptitude.

Standardized test results are generally regarded as objective, valid and reliable for the purpose for which they are designed. However, one must remember that they measure only part of the desired outcomes of the educational program. Students have abilities and talents which these tests do not measure. Furthermore, there are many factors that affect how students perform on tests. The student's motivation, effort, and interest, as well as knowledge that is learned outside of school, all contribute to the student's performance on tests. Test scores are helpful and important, but they are not all-revealing.

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DEARBORN ACHIEVEMENT TEST SCORES

Dearborn students are regularly assessed in these basic skills. The areas of vocabulary, reading, spelling, writing skills, use of maps, tables, graphs and reference materials, science, social studies and mathematics are measured with a variety of tests. The results are reported in this report along with some measures of scholastic ability (sometimes referred to as school ability or aptitude).

SCHEDULE OF DISTRICT-WIDE STANDARDIZED TESTS

The following standardized tests were administered to the students according to the following schedule.

GRADE	TESTS	SCHEDULE
2	Metropolitan Achievement (Three subtests - four scores)	May, 1982
3	Iowa Tests of Basic Skills (Eleven subtests - fifteen scores)	March, 1982
3, 5, 7	Otis-Lennon School Ability	Spring, 1982
4, 7, 10	Michigan Educational Assessment Program--State Required (Reading and Mathematics)	September - October, 1981
6	Iowa Tests of Basic Skills (Eleven subtests - fifteen scores)	January, 1982
7, 8	Tests of Written Expression	January, 1982
8	Otis-Lennon Mental Ability	Fall, 1981
9, 10	Differential Aptitude Test-Career Planning Program (Eight tests - nine scores)	October - November, 1981 and May, 1982
11	Tests of Achievement and Proficiency, (Six tests - seven scores)	April - May, 1982
12	American College Tests* Four tests - five scores)	November, 1980 - June, 1981
12	Scholastic Aptitude Tests* (Verbal and Mathematics)	November, 1980 - June, 1981

TEST SCORES

Grade equivalent scores indicate the score equal to that of a typical student at a certain grade and month that the test is administered. For, example, a grade equivalent score of 3.6 indicates achievement typical of a third grade student in the sixth month of school.

*Students who plan on attending college voluntarily take these tests at their own expense.

Percentile rank scores indicate the relative standing of a student's score in comparison with students in a norm group. For example, a percentile score of 56 indicates that a student achieved higher than or equal to 56 percent of the students within his or her grade.

The mean or median is the average score. National mean scores are considered a good reference point for comparison. When students at a school score at the national norm, one-half of the students score above the norm and one-half of the students score below the norm. The norm has nothing to do with passing or failing--it is simply a middle point.

INTERPRETATION AND USE OF TEST SCORES

The interpretation and use of District, school and student test scores is made meaningful by comparing to national norms and averages. National norms, provided by the publishers of the test, are obtained by administering the test to a representative sample of students across the nation. Test publishers seek to include a representative norm group by using a stratified random sampling of the nation's school districts based upon the size of school district, the geographic region, and the socio-economic status level in proportion to its representation in the nation. The MEAP uses the state of Michigan as a norms group.

DEARBORN TEST RESULTS

The 1981-82 test results show that Dearborn Public Schools students have scored above the national average on every achievement test batteries and on all four of the school ability tests. The results of the Michigan Educational Assessment Program and the Tests of Written Expression show Dearborn students above the norm. A brief summary of the results of each test follows:

Metropolitan Achievement - Average achievement scores for grade two students continue to be above national norms. The Metropolitan Primary 2 Battery, grade equivalent scores ranged from 2.8 in reading to a high of 3.2 in mathematics. Every subtest score was at or above the national grade equivalent norm of 2.8.

Iowa Tests of Basic Skills - Achievement scores on the grade three Iowa Tests of Basic Skills ranged from a low of 3.8 in vocabulary to a high of 4.4 in language skills. These scores represent a two-month to an eight-month gain above the national norms.

Sixth grade Iowa Tests of Basic Skills achievement scores range between 5.8 in vocabulary to 7.2 in mathematics skills. The sixth grade composite score of 7.0 is accelerated five months above the national norm and is the highest achievement in the past eleven years.

Otis-Lennon School Ability - Student school or scholastic abilities was measured by the Otis-Lennon School Ability Test. The national norm is set at a 100 school ability index (SAI) score. Third grade students had a mean or average SAI score of 102.6. Fifth grade students had a mean SAI score of 104.8, and the seventh grade students had a mean SAI score of 103.4. Dearborn students continue to have better than average school abilities and are relatively stable when compared to previous years.

Otis-Lennon Mental Ability - The grade eight students were administered the older edition of the Otis-Lennon test and had an average deviation intelligent quotient (DIQ)--now called the school ability index--score of 103.0. This is slightly above the national average of 100.0.

Michigan Educational Assessment Program - Dearborn 1980-81 to 1981-82 relative status to the State average scores show improvement in mathematics at the fourth grade level and in reading and mathematics at the seventh grade level. These grade seven scores are especially impressive when one recalls that these same students when tested as fourth graders in 1978-79 were below the State averages in both reading (-4.5) and mathematics (-1.6). This positive change of relative status to State scores shows that increased awareness of and emphasis on MEAP objectives by the instructional staff has paid off. Continued emphasis still needs to be given for once again Dearborn finds itself with a MEAP score below the State average--fourth grade reading (-0.4).

Grade ten students continue to achieve high in mathematics with a score 9.7 above the State average. Some 77.5 percent of the grade ten Dearborn students showed mastery of the reading objectives as compared to 76.3 percent in the State.

Tests of Written Expression - A criterion-referenced test was administered to grade seven and grade eight students for the second consecutive year. The Tests of Written Expression (TWE) is Dearborn's first effort in developing a test which specifically measures the objectives established for the junior high school English program in the area of written expression. Such a test "fits" Dearborn's curriculum better than other standardized norm-referenced tests and has important implications for curriculum improvement by identifying student strengths and/or weaknesses. The TWE results show that the "observed" percent correct is higher than the "expected" percent correct at both the seventh grade (+0.8) and the eighth grade (+0.9).

Differential Aptitude Tests -- Eight student aptitudes were assessed by the grade nine and ten Differential Aptitude Test. All of the grade nine student tests except one were at or above the national norm of the 50th percentile . They ranged from a low in spelling (48 percentile for boys, 50 percentile for girls) and verbal reasoning (50 percentile for boys and 49 percentile for girls) to a high clerical speed and accuracy skills (56 percentile for boys, 57 percentile for girls).

The grade ten DAT results are similar to those of the grade nine students. Strengths are in the area of clerical speed and accuracy (55 percentile for boys, 57 percentile for girls). Relative weaknesses are in the area of spelling (48 percentile for boys, 50 percentile for girls). These aptitude tests measure abilities which are important in school and job success. The DAT scores are of immediate value in helping the student decide which courses to take in school and the kinds of occupations to explore as career possibilities.

In addition, the DAT Career Planning Report is a computerized report which compares the student occupational preferences with the level and pattern of his DAT scores, school subjects and activities he likes best, and his educational plans. This report may confirm the appropriateness of the student's occupational choices in terms of his abilities, school subject preferences, and educational plans or may suggest alternative occupational areas to explore if the student seems to have made inappropriate choices. Such a report is helpful to students, parents and educators alike.

Tests of Achievement and Proficiency - The grade eleven Tests of Achievement and Proficiency scores ranged from 56 in written expression to a high of 60 in mathematics. Dearborn students had an average percentile score of 59 in using sources of information and 58 in reading comprehension, social studies and science. The composite score of 58 was above the national average of 50 and is the highest score in the five years the test battery has been administered.

College Board Tests: ACT and SAT - Dearborn students (70 percent of the grade twelve enrollment) continue to score high on the college board tests. On the American College Tests (ACT) Dearborn students had a composite score of 19.3 compared to the national norm of 18.5 (note that 1980-81 school year data is reported because the 1981-82 data is not available at the time this report was published). The greatest gain over the national norm was in mathematics (+1.6) with a 18.6 score as compared to the national norm of 17.8.

Dearborn students (10 percent of the grade twelve enrollment) likewise scored extremely well on the the Scholastic Aptitude Tests (SAT). The verbal standard score of 490 was 66 points above the national norm of 424. The mathematics score of 558 was 92 points over the 466 national norm or average--the second highest in the past ten years. These Dearborn students verbal and mathematics skills achievement is excellent when compared to about one million 1980-81 college-bound students nationally that take the SAT's.

CURRICULM IMPLICATIONS

Dearborn students continue to perform at an academic achievement level above the national norm. Among the seventy-eight test scores reported herein all except five were above the national or state average. Students in school reading, language and mathematics results were consistently at or up to eight grade equivalent points or months above the national norm. Junior high school and senior high school students' percentile scores in reading, mathematics, written expression, social studies and science range up to ten points over the national norm.

During 1981-82 Dearborn's grade six students performed exceptionally high on the Iowa Tests of Basic Skills--the highest achievement in the past eleven years. Mathematic concepts, problem-solving techinques and computation skills were a strength for these students with grade equivalent scores seven months above the national norm. High achievement was shown in the language skills of spelling, capitalization, punctuation and word usage with an average score seven months above the national average.

Again similar to last year, grade eleven students had a high level of achievement on the Tests of Achievement and Proficiency. Every subtest ranged from six to ten percentile points above the national norm. Continuous improvement is shown over the past five years as the District Composite percentile scores increased from 53 in 1978, 54 in 1979, 56 in 1980, 57 in 1981 to 58 in 1982. The greatest four-year gain was in Using Sources of Information with scores of 49 in 1978, increasing to 59 in 1982--a ten percentile point gain over the five years. The Using Sources of Information test measures the ability of students to read various types of maps, charts, and graphs. It also assessess students' skills in using an index, a table of contents, a dictionary and to locate information in a selection of standard references. The next largest gain was in the area of reading comprehension with an 8 percentile point gain from 50 to 58.

High School students continue to score very high in the American College Tests and the Scholastic Aptitude Tests when compared to the million college-bound students that take the tests nationally. As a matter of fact,the SAT mathematics score of 558 was 92 points above the national norm and was the second highest score for Dearborn students above the national norm in the last ten years.

The use of standardized test results is an important activity in the schools. Sound educational decisions depend on being able to evaluate student achievement and the curriculum with reliable, relevant accurate test data. Test results will continue to be utilized to analyze and to develop effective instructional programs.

CONCLUDING COMMENTS

The results of standardized tests provide much needed relevant factual information on students' academic achievement. Test scores provide a means of comparison of student scores that is necessary for a better understanding for students, educators and the community. By comparing scores from year to year, scores in different curricular areas, aptitude and achievement scores, test scores and classroom progress, and by using personal understanding of each child, schools can develop and improve the educational programs.

The Dearborn Testing Program is designed to collect necessary standardized test data on a systematic basis to meet the needs of the students, educators, parents, and citizens. The results of testing can be very valuable in obtaining an overview or total picture of student academic achievement in the Dearborn School District.

When there is communication, understanding, and cooperation between the school and the home, test results become most meaningful. It is important that a supportive community and home environment which encourages social and academic learning continue. This is vital to the successful education of students in the Dearborn Public Schools.

SUMMARY OF 1981-82 TEST SCORES
DEARBORN PUBLIC SCHOOLS

GRADE 2
METROPOLITAN PRIMARY 2
Grade-Equivalent Scores
May, 1982

Test	Score
Reading	2.8
Mathematics	3.2
Language	3.1
BASIC BATTERY	3.1
NATIONAL NORM	2.8

GRADE 3
IOWA TESTS OF BASIC SKILLS
Grade-Equivalent Scores
March, 1982

Test	Score
Vocabulary	3.8
Reading Comprehension	4.0
Language Skills	4.4
Work-Study Skills	4.1
Math Skills	4.0
COMPOSITE	4.0
NATIONAL NORM	3.6

GRADES 3-8
OTIS-LENNON SCHOOL ABILITY TEST
SAI Scores; Spring, 1982

Test	Grade 3	Grade 5
Dearborn	102.0	104.8
NATIONAL	100.0	100.0

Test	Grade 7	Grade 8
Dearborn	103.4	103.0
NATIONAL	100.0	100.0

GRADE 6
IOWA TESTS OF BASIC SKILLS
Grade-Equivalent Scores
January, 1982

Test	Score
Vocabulary	6.8
Reading Comprehension	6.9
Language Skills	7.2
Work-Study Skills	7.1
Math Skills	7.2
COMPOSITE	7.0
NATIONAL NORM	6.5

GRADES 4, 7 & 10
MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM
Percent of Students Attaining 75-100 Percent of Objectives
Fall, 1981

Students	Percent
Grade 4-Reading	
Dearborn	72.5
State	72.9
Grade 4-Math	
Dearborn	77.8
State	74.2
Grade 7-Reading	
Dearborn	81.0
State	77.9
Grade 7-Math	
Dearborn	68.4
State	69.4
Grade 10-Reading	
Dearborn	77.5
State	78.3
Grade 10-Math	
Dearborn	68.2
State	68.5

GRADES 7 & 8
TESTS OF WRITTEN EXPRESSION
Percent Correct
January, 1982

Test	Grade 7	Grade 8
Observed Percent Correct	65.3	66.8
Expected Percent Correct	64.5	66.0
Measure on Scale	556	560

GRADE 9
DIFFERENTIAL APTITUDE TESTS
Percentile Scores
May, 1982

Test	Boys	Girls
Verbal Reasoning	50	49
Numerical Ability	54	55
VR+NA (Verbal + Numerical)	51	51
Abstract Reasoning	53	54
Clerical Speed and Accuracy	56	57
Mechanical Reasoning	51	51
Space Relations	53	52
Spelling	49	50
Language Usage	52	51
NATIONAL NORM	50	50

GRADE 10
DIFFERENTIAL APTITUDE TESTS
Percentile Scores
October, 1981

Test	Boys	Girls
Verbal Reasoning	50	50
Numerical Ability	53	54
VR+NA (Verbal + Numerical)	51	52
Abstract Reasoning	53	54
Clerical Speed and Accuracy	55	57
Mechanical Reasoning	51	51
Space Relations	52	52
Spelling	48	50
Language Usage	51	51
NATIONAL NORM	50	50

GRADE 11
TESTS OF ACHIEVEMENT AND PROFICIENCY
Percentile Scores
May, 1982

Test	Score
Reading Comprehension	58
Mathematics	60
Written Expression	56
Using Sources of Information	59
Social Studies	58
Science	58
COMPOSITE	58
NATIONAL NORM	50

GRADE 12
AMERICAN COLLEGE TESTS
Standard Scores
1980-81 School Year

Group	English	Math	Soc. Studies
Dearborn	17.7	18.6	18.3
NATIONAL NORM	17.8	17.3	17.2

Group	Natural Science	Composite
Dearborn	21.9	19.3
NATIONAL NORM	21.0	18.5

GRADE 12
SCHOLASTIC APTITUDE TESTS
Standard Scores
1980-81

Group	Verbal	Math
Dearborn	490	558
NATIONAL NORM	424	466